

**MEAP**

**MICHIGAN  
EDUCATIONAL  
ASSESSMENT  
PROGRAM**

**High School Test  
in  
Writing:**

**Part 1 - Session 1: Writing from Knowledge  
and Experience**

***Released Scoring Guide  
Spring 2003***

## **PART 1: WRITING**

### **SESSION 1: WRITING FROM KNOWLEDGE AND EXPERIENCE**

#### **GENERAL DIRECTIONS:**

This test is divided into three parts that are all linked to one theme or important idea. The theme is printed in the upper right-hand corner of every page of your test booklet. Read the theme to yourself as I read it aloud, and keep it in mind as you are taking the test.

In Part 1 – Session 1, you will be presented with a number of ways to write about the theme. You must choose **ONLY ONE** way.

You may use a dictionary, thesaurus, grammar book, and/or spelling book for both sessions of Part 1: Writing.

We will begin Part 1 – Session 1 together by reading the information on page 4. As I read page 4 aloud, please follow along in your test booklet.

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**PART 1 – SESSION 1**

**WRITING FROM KNOWLEDGE AND EXPERIENCE**

**WRITE ABOUT THE THEME:**

**LIFELONG EDUCATION**

There are many opportunities, both in school and out of school, formal and informal, for people to learn. Write a paper in which you examine the importance of lifelong education.

Do **ONLY ONE** of the following:

tell about someone who continued to learn throughout his or her life

**OR**

describe how a teacher, friend, or family member might continue to influence your learning as you get older

**OR**

explain something you would like to continue to learn about long after you leave school

**OR**

tell how you or someone you know took responsibility for learning something new

**OR**

explain why someone might regret stopping formal education

**OR**

write about the theme in your own way.

You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

**When you are ready, you may begin your draft.**

Pages 5–8 in this test booklet may be used for writing down ideas, organizing your thoughts, or writing a rough draft. Use the checklists on page 9 to help you improve your writing. Page 10 contains the scorepoint descriptions used by readers to score your writing. Nothing written in this booklet will be scored. Your final copy must be written in your Part 1 – Session 1 **Answer Folder** starting on page 1.

**Holistic Scorepoint Descriptions****Part 1: Writing – Session 1: Writing from Knowledge and Experience**

Here is an explanation of what readers think about as they score your writing.

- 6 The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. Organization and connections between ideas are well controlled, moving the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.
- 5 The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate. Organization and connections between ideas are controlled, moving the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4 The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
- 3 The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.
- 2 The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
- 1 The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

Not ratable if:

- A off topic
- B illegible
- C written in a language other than English
- D blank/refused to respond

[Click here for samples of student responses that earned rubric scores of 1 and 2](#)

[Click here for samples of student responses that earned rubric scores of 3 and 4](#)

[Click here for samples of student responses that earned rubric scores of 5 and 6](#)